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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, contains description and rationale for two program components presented in more detail in other volumes. Part 1 discusses an individualized approach to career counseling and provides a developmental base upon which career counseling can be planned, with focus on the counselor's role. The model for instituting a career counseling program which is overviewed here is presented in more detail along with suggested materials and activities in handbook C1. A second component, the transitional career placement program is discussed in part 2, which presents a model for combining the resources of school, home, and community to assist youth toward self-sufficiency in the transitional role change from school to their next career option. The complete program of materials, activities, and suggestions based on this model is presented in handbook C4. (TA)

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RESEARCH AND DEVELOPMENT 118 C3

CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM
FOR RURAL SCHOOLS

An Individualized Approach to Career Counseling and Career Placement

Introduction, Background, and Rationale

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CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM
FOR RURAL (SMALL) SCHOOLS

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PREFACE

Sociologists characterize rural society as primarily gemeinshaft but freely mixed with sizable portions of individuality and independence. In a rural community, individuals know one another and keep in touch with the development of the children of the community. Rural schools are centers of activity for the entire community. The church and other institutions and organizations bring about weekly contact between both adults and youth. For those persons who do not see each other often, there is the community newspaper which provides an account of the main events in the lives of individuals and community institutions.

Underlying the friendliness and face-to-face encounters of the rural community is an adherence to other rural traditions such as strong moral and religious values, "smallness" preferred to "bigness" and dedication to family ties. There is a firm belief in the work ethic, and just as firm a repudiation of those who do not conform to it. There is a conservative view of the use of money, especially taxpayers' money, and a philosophy that there should be direct accountability of school staff for their work with the community's youth.

The backdrop of this environment makes it possible to initiate a cooperative effort on the part of home, community, and school staff for the career development and placement of youth. The two parts of this publication provide a framework, backed by a rationale of research, to develop two programs, one in career counseling and one in career placement, designed to fill the needs and utilize the opportunities of a rural school and community.

Part I, "An Individualized Approach to Career Counseling" provides a developmental base upon which career counseling can be planned. The program suggested does not denigrate the group systems approach to guidance as presented elsewhere in this combined agency effort, but tempers it with individualization through one-to-one counseling. The counselor works with and through others to assure that each student receives attention to his/her unique needs. The emphasis of the program is upon the promotion of healthy growth and development of all students.

The paper also introduces a model for instituting a career counseling program. The more detailed plan together with suggested materials and activities will be found in the publication entitled, *Career Counseling in the Rural School.*

Part II, "A Transitional Career Placement Program" advocates a need for student self-sufficiency in career placement as well as for a dynamic approach to placement on the part of the staff. The paper presents a model for combining the resources of school, home, and community to develop a placement program to assist youth in their transition into adult career roles. The model is also the basis for a complete program of materials, activities, and concrete suggestions in the publication, *Transitional Placement in the Rural School.*

A fourth publication, *Desk Reference: Techniques and Procedures for Facilitating Career Counseling and Placement* completes this portion of the comprehensive system for rural schools.

John D. Hartz

FOREWORD

There is concern nationwide, that schools develop effective programs of career education for youth. Emerging from a period of manifest uncertainty about the value of the work ethic among a generation of young people, we have entered a new era. It is an era in which educators view career development as a vital part of the educational process.

There is a new flexibility in the approach being taken in career planning and placement with school youth. No longer do we speak in terms of a career choice. Rather, a career is viewed broadly as a roadway along which the individual travels. The roadway has branches which are decision points where new choices may be made. Education for travel along this roadway is perceived as a process by which the individual learns his/her own potentialities and learns to make assessments, judgments, and decisions based on information and investigation. The choices made are not irrevocable, in fact, individuals may make several important career choices and changes in a lifetime.

The role of the school in preparing the individual for career decisions is a fitting one. Creatively pursued, career education is a bringing together of all educational development potential in the student and providing that student with opportunity for growth toward his/her adult role in society.

An Individualized Approach to Career Counseling and Placement is the first of four publications which are the Wisconsin Vocational Studies Center's contribution to a comprehensive career system for rural schools. The purpose of this publication is to lay a groundwork of research and assumptions upon which to build two developmental programs, one in career counseling and one in transitional placement. Both programs, which are introduced in this publication, are action programs designed to provide counselors and other professional staff with models for program planning and also with concrete suggestions for program operations.

The major achievement of the two main authors, John D. Hartz, and Susan J. Kosmo may well be their sensitivity to the advantages which rural schools possess in gaining community cooperation and parental involvement in the attainment of program goals.

Merle E. Strong
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PART I

AN INDIVIDUALIZED APPROACH TO CAREER COUNSELING

We have just celebrated, and in a sense rededicated ourselves to, the principle which is basic to our democracy—that all individuals are created equal, and that each is endowed with the unalienable right to make the most of his/her life.

As a nation we have often failed to adhere to this central guiding principle of democracy. In recent years many within the profession of counseling and guidance have all but ignored it. Evolving as we have in a period of psychological probing into both normal and abnormal behavior, and with a basic dedication to right all wrongs and make the way easier for the maladjusted, the field of guidance and counseling made a twofold error. It overemphasized the remedial task, and it basically ignored the greater task. That task, according to democratic precept, should be *the promotion of healthy growth and development in the great majority of our school youth.*

A recent thrust to remedy our former lack of concern for the majority of students has led to group guidance programs which seek to reach all. Though highly commendable in many services, especially in disseminating information, the emphasis upon *all* students has led to a neglect of *each* student, and in many cases the essential focus on the individual has been lost.

The importance of the merchandise we have to offer all students in career guidance is unquestioned and we feel that *all* students should receive it. We should also feel the necessity to work developmentally with *each* individual. Our wares are too important to deny special delivery to those who may need them most.

Let us look at the developing field of career education and at the rationale behind our feeling of confidence about the services we have to offer.

Career Education: Definition of Terms and Background Perspective

When we hear the word career we usually think of it in the narrow sense as the occupational pathway or pathways we pursue. In this context career education would place primary, if not complete, emphasis on preparation for paid employment. This in fact was the early emphasis in the genesis of the career education movement.

In the late 60's and early 70's when career education in its modern sense was born, educators were heavily criticized for failing to prepare young people adequately to assume employment roles. Obviously in a work culture such as our own, preparing people for employment must constitute part of the task of preparing young people for life.

This employment preparatory function has long been recognized. As far back as 1918 it was identified as one of the "Seven Cardinal Principles" toward which educators were to direct their

efforts. This function was to assist students in developing "vocational competencies" so that upon leaving school they would be able to assume a meaningful role in the marketplace.

The late 60's, however, were marked with high unemployment particularly among youth. The period was characterized by students apparently dropping out, copping out, and repudiating the traditional work ethic. Studies also showed there was a rising discontent among workers with work roles. Many laid these ills at the doorstep of the school. Schools were viewed as failing in their employment preparatory function, a critical function in a society based upon the work ethic.

Belatedly educators realized that problems in career education were both chronic and endemic. It was not that the schools had failed, it was society which had changed into a post-industrial technocracy. Automation, cybernation, and accelerating change had altered work tasks and had eliminated jobs.

During the throes of these changes efforts were made to assess the knowledge and the needs of students. The conclusions reached in a number of studies are summed up by the authors of one of the major surveys:

> First and foremost, we find student-expressed need for help with career planning in sharp contrast to the amount of help students feel they have received. This discrepancy is reflected in what students have (and more often, haven't) done to prepare for the difficult career decisions they face. Lack of knowledge about the world of work and the career planning process also testifies to their need for help. Considered together, we believe these three vantage points for viewing student career development provide a consistent and dismal picture. If we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished, and physically retarded. (Prediger, Ruth, and Noeth, 1973, p. 33)

As schools accepted this charge and sought ways to help students in their relationship to the world of work, the scope of the task greatly expanded. With the urging of Sidney Marland and the United States Office of Education educators began to redirect their efforts at "career education," a means by which the school could better prepare people for a career. But first, a definition of career was needed.

In attempting to define what was meant by career and the role of the school in preparing young people for a career, the concept lost its earlier exclusive focus on employment and preparation for employment. For some career educators, career became synonymous with life. Others talked not of career education, but *careers* education. To them students must be prepared not only for an occupational career but for other careers as well. Career preparation became synonymous with the preparation for the roles we must play in American society. Thus we have a citizenship career, a moral career, an aesthetic career, an avocational career, and so on. And the school must assist the student by preparing him/her in assuming these various roles.

The rationale behind this expansion of the career concept is several fold. First of all it is tied up in our definition of work. Work has been defined in numerous ways. For many, work refers to those activities which are done for pay. This definition, however, excludes much meaningful activity. For example, it excludes the activities of homemakers, students, and community volunteers. Viewing these activities as work requires a much broader definition. The one which we like best is that of Hoyt who defines work as "any conscious effort of benefit to self or others." Accepting this definition requires the inclusion of many added activities under the aegis of work such as leisure activities, citizenship activities, and so on.

An additional reason for expanding the definition of career rests with the knowledge that our occupational career, particularly in this society, is often the synergistic force which gives our life its focus. Our occupational career determines where and how we live; it influences our non-job pursuits and our leisure activities; it influences how others perceive us and our behavior. Perhaps most importantly our occupational career influences how we perceive ourselves—our attitudes, values, and beliefs. Thus inevitably our occupational career has impact and influence upon our other "careers."

A third reason for addressing career in a broad sense is that the knowledge and skills necessary for competency in our occupational career are also necessary for competency in our other careers. This is particularly true with the personal process skills. The decision-making, problem solving, and self-understanding skills needed for competent assumption of our occupational role are equally important for assuming other life roles as well.

Career development in the broad sense then, is synonymous with life development. Development is something which happens regardless of school intervention. However, the goal of education is to promote or facilitate development. Using career in the broad sense means that career education becomes education to promote career or life development. As geared to promoting life development it must, of necessity address social, emotional, psychological development together with vocational development.

The Goal of Career Education

To promote development requires a sense of purposefulness, a sense of directionality. Toward what goals are we to promote growth and development?

To answer this requires some conception of ultimate, or ideal human growth and development, some guideline or beacon for directing our action. In other words, what qualities and competencies should people ultimately possess when fully functioning or at full maturity?

Within this culture there is no universal definition of maturity or of what characteristics the mature person possesses. However based on Allport's study and research there is a consensus of value judgements in Western culture of what constitutes maturity. He gives six descriptive statements of the mature personality. In his terms the mature person will:

1. have a widely extended sense of self
2. be able to relate warmly to others in both intimate and non-intimate contacts
3. possess a fundamental emotional security and acceptance of self
4. perceive, think, and act with zest in accordance with outer reality
5. be capable of self objectification, insight, and humor
6. live in harmony with a unifying philosophy of life

(Allport, 1965)

Although the school cannot be held accountable for bringing each student to maturity, the school can and must provide students with experiences that aid in the development of competencies and skills needed to move him/her in that direction.

Routes to maturity. Accepting as a goal orientation the characteristics of maturity which Allport delineates, the school needs a conception of the routes through which people move to achieve those ends. What knowledge, skills, and experiences do people need at different stages in order to move toward development?

Here again, there is not uniform or absolute agreement among developmental specialists. Various psychologists and sociologists have explicated theories of development. Among these is one developed by Havighurst which appears to be usable by school staff.

Havighurst (1953) provides us with a model based upon the developmental tasks each individual must master in moving toward maturity. The model specifies tasks placed upon us by human need and by the culture in which we live. The tasks are identified with six stages of life. Successful performance is made possible by mastering each prior set of tasks. The six developmental stages Havighurst identifies are:

a. Infancy and Early Childhood (birth–6 years)

b. Middle Childhood (6–12 years)

c. Adolescence (12–18 years)

d. Early Adulthood (18–35 years)

e. Middle Age (35–60 years)

f. Later Maturity (60 years on)

The stages of particular concern to school staff are those of Middle Childhood and Adolescence.

- Middle Childhood Developmental Tasks

  Learning physical skills necessary for ordinary games
  Building wholesome attitudes toward oneself as a growing organism
  Learning to get along with age-mates
  Learning an appropriate sex role
  Developing fundamental skills in reading, writing, and calculating
  Developing concepts necessary for everyday living
  Developing conscience, morality, and a scale of values
  Developing attitudes toward social groups and institutions

- Adolescent Developmental Tasks

  Accepting one's physique and accepting a masculine or feminine role
  New relations with age-mates of both sexes
  Emotional independence of parents and other adults
  Achieving assurance of economic independence
  Selecting and preparing for an occupation

Developing intellectual skills and concepts necessary for civic competence
Desiring and achieving socially responsible behavior
Preparing for marriage and family life
Building conscious values in harmony with an adequate scientific world-picture

(Ruch, 1967, p. 102)

Our cultural standards and our own psychological needs are clearly deeply involved in the attainment of the developmental tasks. The school cannot provide all the experiences needed for achievement, but it can delineate experiences which will help students to acquire knowledge and skills needed for task achievement.

The Role of Guidance

In order to facilitate task achievement the different services of the school—instruction, guidance, and administration—have separate but complementary functions to perform. First of all, to achieve task mastery students need to acquire knowledge and skills necessary to manipulate outer reality. Secondly, they need to integrate this knowledge and skills into a personal context.

The school's instructional service is charged with giving students the experiences necessary to achieve academic, vocational, and technical skills, or knowledge of the outer world. The counseling and guidance service provides students with opportunities to acquire skills in self understanding, interpersonal relations, planning, and decision making. In other words, counseling and guidance helps the student to process knowledge of the outer world into personally meaningful terms.

Integrating knowledge into personally meaningful terms is crucial during adolescence when the individual must both define his/her individual identity and begin making personal decisions which will lead eventually to economic independence. The school counselor by way of training is more prepared to assist individuals in developing the skills associated with the developmental tasks of adolescence than he/she is in helping students during any other stage. In other words, the counselor receives specific training in assisting others develop skills in self understanding, coping with adversity, and decision making—the skills needed for successful task achievement during adolescence.

Considered in another light those tasks associated with adolescence are essentially related to the assumption of independent status within this culture. These tasks can be further transposed into key decisions which the individual needs to make in preparation for adult status. These decisions are:

a. What he/she wants out of life

b. What he/she wants out of an occupation

c. What he/she has to offer for what he/she wants (including what he/she is willing and able to acquire)

d. What is available to fulfill what he/she wants.

To make choices in resolving these core decisions a student needs preparation regarding the outer world, in other words a knowledge of the world of work and resources. He/she needs basic academic, vocational, and institutional utilization skills; and in addition, preparation in personal process skills of planning and problem solving, decision making, interpersonal relations, and self understanding.

The choices outlined above are those that each student must make. Each student thus has the right to receive assistance in, and preparation for, making these choices. Providing this assistance is a function of each of the school's services—guidance, instruction, and administration. While each service performs separate but complementary functions these services at times overlap.

For example, while making a choice is of necessity a personal process, acquiring basic information upon which to base the choice does not necessarily have to be acquired in an individual setting. Providing knowledge requisite to decision making can be accomplished through group instruction when students have informational needs in common. In such instances career information can often be infused into the curriculum.

Current State of the Art

Much of the blame for the state of "hunger," "undernourishment," and "retardation" used to describe student career development by Roth, Noeth, and Prediger (1973) was laid upon the counselor's doorstep. This was perhaps due to the traditional association of the counselor's role with vocational and educational planning and decision making. Roth et al. not only concludes that the counselors were at fault but went on to state that the reason for their failure was employment of the one-to-one counseling model. This they concluded was no longer viable because through it only a few students could receive assistance.

Emergence of the "systems approach." Conclusions such as those reached by Roth et al. have led to efforts to redefine and redirect guidance and counseling services toward greater attention to an employment preparatory function and toward increasing the number of students served. These programs through use of the "systems approach" have attempted to adopt a new so called scientism.

They start with program goals and standards. They assess students in terms of these standards and then define student needs as the discrepancy between standard performance and assessed performance. They establish program objectives, inventory resources and methods, and then select methods and techniques to use. They then implement what is selected, monitor the programs, and feed back the results.

Examples of such programs include:

- Developing Career Guidance Programs (1975), American Institutes for Research
- The Career Planning and Support System (1976), The Center for Vocational Education
- The Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural Schools of which this is a part, also includes a similar component for organizing and implementing a program.

The rationale for systems programming includes the following assumptions:

1. All students need and have a right to career guidance services
2. Choice and adjustment can best be promoted if a school staff works proactively and developmentally to prevent problems

3. All school personnel K-12 must work in collaboration to promote the healthiest career growth and development

4. The systems approach to organization and implementation is the best means to assure that all students receive services in a programmatic fashion

In essence programs modeled on the systems approach give step-by-step procedures for organizing and implementing a group career development program which can reach all students via curricular infusion. There is hard evidence that all students have not received the benefits of assistance in career planning and decision making in the past. The systems approach is geared toward remedying this deficit. If the systems approaches are effective in this aim, the results must be lauded. However, in an effort to reach *all* there appears to be the danger of neglecting *each*; of failing to provide the individual attention which is central to the guidance orientation.

Career Counseling: A Needed Individual Approach

Systems programs are based on group assessment in terms of group standards. Group or common needs are then addressed through group or common procedures. While students may have needs in common, individuals also have unique needs. Furthermore, while common needs may be met through common means, they may not be met as well. No two students learn at the same rate or reach identical learning levels except in the very simple learning processes. The systems approaches do not account for, or provide for, unique needs or learning styles.

Group approaches and group procedures are sometimes effective. Certainly such approaches are more economical and sometimes students can learn about careers and even personal process skills in group settings. Career information can be infused into classroom subject matter. For example in mathematics, one or two individuals in the class may be helped in making a vocational choice while others in the same class become aware of advantages or disadvantages of that field. Also, all students need to know about major labor market trends and need to be stimulated to make a thorough examination of occupations they choose to enter. Sometimes these things can be accomplished through curricular infusion procedures. When this happens guidance goals are reached with greater economic efficiency. Systems programming is an excellent means for organizing, implementing, and monitoring such group approaches.

What the systems approach cannot do is assure that the individual student has gained in self-understanding and the crucial life skills of problem solving and decision making. Generalized group procedures are uncertain in the individual case. Such approaches may or may not have impact on individuals within a group. It is the counselor's task to provide the necessary individual assessment and attention students need.

The fact that systems approaches to career guidance have failed to include an individualized component, is perhaps an over-reaction to the therapeutic approaches of the past which require such extensive personal contact. However, not all those who emphasize the critical need for individual counseling operate from a therapeutic or remedial model in which long-term, one-to-one interaction is necessary. Many counselors operate from a proactive preventive model with a central focus on the individual.

One-to-One Counseling, A Tool for Individualization

Those following a proactive preventive model do so on the premise that the counselor with expertise on healthy growth and development can bring about this growth and development if he/she knows the student well and solicits assistance from significant others in the student's life. One-to-one counseling is a tool used to help the counselor get to know both the individual and the individual's unique needs as well as a means to provide need resolution. To repeat the key point—students have needs in common, but they also have idiosyncratic needs which require unique attention and it is the provision of this personal attention which is counseling's reason for existence.

Only within the counseling service are students provided the opportunity to sit down, and interact with a trained listener who can help them make sense out of their personal world. Such an opportunity is becoming increasingly important. This is an age when technological change creates a fluid job market and escalating choices as well as shock waves which result in social and psychological problems. To remake the counselor into a curricular specialist charged with infusing vocational information into group settings would deprive students of the opportunity for personal interaction.

Student naivete regarding the world of work cannot be laid solely on the doorstep of counselors nor be credited to failure of one-to-one counseling. Since the early forties, few counselors have seen their primary mission as supplying occupational or vocational information to either individuals or groups. Those counselors operating from salvage and repair models have little cause to use information except as a tool for remedial action. Those counselors operating from developmental models in which vocational development (along with social, emotional, personal, and intellectural development) is of concern, may view information as more important than do their therapeutically-oriented counterparts. However, information is not their primary goal. For the developmentally-oriented counselor, facilitating individual process skills in self-understanding, decision making, and problem solving is central. To achieve these skills students require an information base but the supplying of information is primarily an instructional function which others, as well as the counselor, might perform.

Almost no one in counseling or in counselor education advocates using the counseling interview to dispense information. Rather, the counseling interview porcess is one which is used either to enable the counselor to get to know the student in order to coordinate the activities of others on the student's behalf, or else it is used to promote change or learning on the part of the student.

Components of a Career Counseling Program

The need to address career development concerns does not and should not require the demise of individual counseling. What is needed, and what this program attempts to achieve, is a compromise between what appears to be polar positions in the field—one representing therapeutic counseling and the other essentially doing away with counseling and infusing a group systems approach. The middle position taken in this program is intended to adopt and adapt the best from each approach.

The total *Rural America Series* attempts to fill this void.

A systems component is included to provide all students with appropriate external experiences. This would utilize various school, community, human, and physical resources. This could be termed a *career development* component which would encompass the collaborative efforts of all staff to provide developmental experiences for all students after common needs are identified. It emphasizes group situations and group methods.

This component, *Career Counseling in the Rural School,* is designed to address the individual needs of students. It is based on a personalized approach wherein the counselor with the help of others attempts to aid *each* student in personally processing external experiences. The Career Counseling handbook focuses on the work of the counselor as he/she attempts to facilitate unique development based upon a solid understanding of individual need.

Rationale for Career Counseling

The rationale behind the career counseling program rests with the belief that counseling is the heart of a career guidance and counseling program. Counseling, as we define it, is the one-to-one, face-to-face interaction between the counselor and the counselee. This approach incorporates the view that while people do have developmental needs in common, development is a personal matter. Some one person must accept responsibility for assisting the individual in analyzing personal problems. To such situations this person must bring particularized knowledge of the individual in order to help with developmental needs. Furthermore this same person must be ready and able to adopt or adapt techniques and methods to fit the manifest needs of the individual. The assumptions undergirding this position include:

1. While students have needs in common with one another, they also have idiosyncratic needs.

2. While students may have needs in common, common means may not facilitate need achievement in the individual case.

3. School guidance and counseling programs have a responsibility to meet the unique needs of each student.

4. Idiosyncratic needs frequently cannot be met through group offerings or curricular infusion but require personal attention.

5. The idiosyncratic needs of each student can be addressed on a one-to-one basis even with current limited counselor time and resources.

Each of these assumptions requires some further explanation. The fifth requires the development of a program which takes into account what is known about the counseling process and what is known about the "typical" time and resource limitations that counselors encounter.

1. While students have needs in common with one another, they also have idiosyncratic needs.

In the aggregate, American people have much in common—a common heritage and culture. American students for the most part enter and complete public schooling at a common age. Consequently in this culture when we study human growth and development we note commonalities among those in the aggregate—commonalities in need, in growth, in personality problems and so on. Developmental principles are derived from these commonalities. Thus we can say much about human growth and development "on the whole," "on the average," "other things being equal." In terms of the aggregate, growth and development can be predicted with mathematic precision.

The individuals who comprise the aggregate, however, remain inscrutable, an insoluble puzzle. For example, to know that ninety percent of those scoring at or above a certain score will succeed in college does not enable us to conclude that Johnny who scored above that point will succeed. It does not even allow us to say that Johnny has a ninety percent change of succeeding. Laws of probability

do not apply in the individual case. All we can say is that either Johnny will succeed or he will not. Only if we really knew Johnny would we be able to predict for him. This prediction would have nothing to do with the statistical forecasting which is appropriate for the group.

This kind of situation has profound implications for the counselor. Aggregate predictions can be utilized to promote group development. However, if we are concerned with each individual's growth, this cannot be based upon a group analysis. It must be based (as in Johnny's case) upon knowing each person well and then adapting and adopting methods and procedures to promote his/her unique growth and development.

2. While students may have needs in common, common means may not facilitate need achievement in the individual case.

There are a number of modalities by which individuals learn—reinforcement, insight, association, modeling, and so forth. While there is some evidence that learning modalities change with development or change chronologically, people who have a need to learn the same task may or may not be able to learn it through the same method. For example, a number of programs have been designed to assist people attempting to stop smoking. Some are based upon reinforcement, others on fear or punishment, and still others on insight. Each has had some success and some failure. Compared to learning effective decision making or problem solving, learning to stop smoking is a simple task.

The crucial point is that a learning modality appropriate for one person may not be for another even though the behavioral change or correlate desired is the same. This fact is important to the promotion of career development. A curricular infusion technique might be most effective in promoting development on the whole, but be totally ineffective as a learning technique for particular individuals within the group.

Whether dealing with simple or complex tasks, the ideal teaching learning model is one-to-one. Nevertheless, because of economic considerations, group procedures must be utilized for certain learning tasks, preferably simple ones. The learning tasks associated with the mission of guidance not only are complex but are of a personally critical nature. The failure of any number of students to be able to solve quadratic equations or remember historical dates cannot be compared to the failure of a few students to be able to make sound vocational and personal choices. The consequences of failure in the usual school courses is relatively unimportant when contrasted to the possible impact that decisions unsoundly made might have on their daily adult life. Rehabilitation or retraining of those who have made unfortunate personal or vocational decisions is an arduous task at best.

Thus the subject matter of guidance cannot be left to happenstance learning in a group situation. The vital nature of decision making based upon self understanding mandates that each student also receive specialized professional assistance.

3. School guidance and counseling programs have a responsibility to meet the unique needs of each student.

If we view schools as agencies of the larger social order, then they must facilitate the accomplishment of goals of that order. The nation's commitment to democracy promises all individuals the right to actualization of potential. This fact, and Allport's position that uniqueness is the quintessence of humaness, mandate that some person or program within the school be responsible for facilitating individual development. Historically this responsibility has been given to the guidance and counseling program.

4. Idiosyncratic needs cannot totally be met through curricular infusion but require personal attention.

Although students have needs in common, each person is unique. Each has a unique pattern of development; comes from a unique environment; and has unique concerns and problems. Kluckhohn, Murray, and Schneider (1953) put the matter in a different but similar way when they said:

> Every person is in some way—(a) like all others (universal norms); (b) like some others (group norms); (c) like no others (idiosyncratic norms).

Universal norms are those which relate to people in general regardless of culture. When we say that Johnny is short, we are comparing him with the general population of humans. At the same time, universal norms shade into group norms. Here we talk of what is "typical" within a particular culture or subculture. If, for example, we say the television personalities Laverne and Shirley are typical of a particular midwestern group of women during the 1950's, we mean that they have qualities similar to those of the group to which they are being compared. Idiosyncratic norms are those we set up for people after we really get to know them—our own expectations. For example, if after we have gotten to know Johnny he behaves differently from what we expect, we say, "he's not himself today." To know Johnny, we have to gain access to his individually prescribed norms.

When fostering individual development is a goal of guidance programs, procedures must be utilized that permit access to each student's idiosyncratic norms. This requires the counselor's intimate personal encounter with each student.

5. School counselors can address the idiosyncratic needs of students on a one-to-one basis.

Typically, the school counselor is faced with a student-counselor ratio approaching 400:1. Furthermore, most counseling techniques are based upon or were developed in clinical settings and are appropriate for long-term one-to-one interaction. Only a few students can therefore benefit from the counseling services offered. To operate from this paradigm violates one of the root assumptions addressed earlier; namely, that each student has a right to services. To do away with it would violate other tenets of a program; namely, that each person has idiosyncratic needs and a right to help regarding those needs. Modification of the paradigm appears to be the most viable resolution. If we take into account all of the counselor's training together with what is known to be special about the school environment and students, a modified individual approach can be feasible.

Adapting the Counseling Process

The first thing which requires consideration is what the counselor is specially trained to offer. In toto, it appears that through training counselors are most adequately prepared to deliver one-to-one counseling services. However, because of the heavy emphasis in theories, skills, and techniques adopted from clinical practice, this training is primarily appropriate for counseling of a long-term nature. Thus for the school counselor who has a responsibility to serve each of approximatley 400 students, it is placed within a programmatic context. (The foregoing statement is not made to derogate counselor educators. Most counselor education departments have many students who are in training for practice in non-school settings. The more clinical approach is thus very appropriate for them. Furthermore, limitations on staff and budget do not permit differential training according to student employment goals.) With a few modifications the acquired skills can readily be adapted to the school's mission to serve each student, and to the special nature of the school environment.

Based on what is known from clinical research and practice, the counseling relationship can be viewed as encompassing two phases—an inward phase during which rapport is established and the problem or task is brought into focus and an outward phase during which resolution to the task or problem is brought. In clinical settings, accomplishment of both phases is sought through the one-to-one process. In the clinical setting, counselors are working with people with whom they have not had prior contact. Moreover, they are usually working therapeutically; that is, they are trying to bring about major psychological or emotional change on the part of the client.

In contrast, the school counselor works within a system, a communications network, wherein both the counselor and the counselee have prior knowledge about each other. Also, unlike the clinical setting, the school counselor is trying to facilitate positive growth and development rather than salvage and repair of the wayward. Both this developmental focus and working with prior knowledge of the client alter the one-to-one counseling process in both Phase I and Phase II.

During Phase I the clinician is attempting to get to know the client and help the client get to know him or her. The clinician is also attempting to create a climate of trust so that the client will focus on or reveal the problem or task. This all must be done on a one-to-one basis starting from scratch.

In contrast, in the school the counselor and counselee have a head start. They already know each other. Rapport may already exist. In developing rapport, whether in a school setting or in a clinical setting, the counselor is attempting to convey warmth, genuineness, and acceptance. The clinician can only do this in the time available while interacting with the client. In contrast, the school counselor can convey this on a daily basis by the way he or she lives and acts within that communication system. While Phase I may encompass two or three sessions for the clinician, the goals of Phase I can readily be achieved by the school counselor during a single contact.

Further differences are apparent when Phase II is considered. This is the period when problem resolution is achieved, the counselee changes, or at least change by the counselee is sought. This change could range from new or different perceptions of self to overt behavior. Because we are talking about changes, the terminology learning or relearning can be employed. In facilitating learning, the clinical counselor utilizes himself or herself as the instrument of learning. This consumes much counselor time, five to ten hours at a minimum. Thus, if the school counselor is to serve all students, this mode of using self as an instrument of learning cannot be employed. However, the school counselor can use other instruments to promote learning, both other people and other things. Thus the school counselor can utilize the one-to-one process to establish rapport and focus on the task and then use other procedures than the one-to-one process to achieve task resolution. Using this approach the school counselor can provide service to each student within the time and resource constraints imposed by the school setting.

To operate under this paradigm requires organizing counseling in a programmatic fashion. The career counseling component of the *Rural America Series* attempts to provide both a content and a process for providing individual counseling to each student. It focuses on the ongoing services the rural counselor can provide programmatically. It starts with a goal statement and shows how each of the services interrelate. It also accounts for the time and resource constraints which the rural counselor faces.

While the career counseling component is contradistinct from the career development group program (systems approach), it necessarily relates to it. The group program focuses on provision of development experiences for all through curricular infusion. The career counseling program focuses on the ongoing activities of the counselor in working with the unique developmental needs of each

student. Sometimes the lines between components cross. The division between the group and individual programs is certainly not absolute. Both, in fact, are attempting to promote the same ends; what changes is the means and the focus.

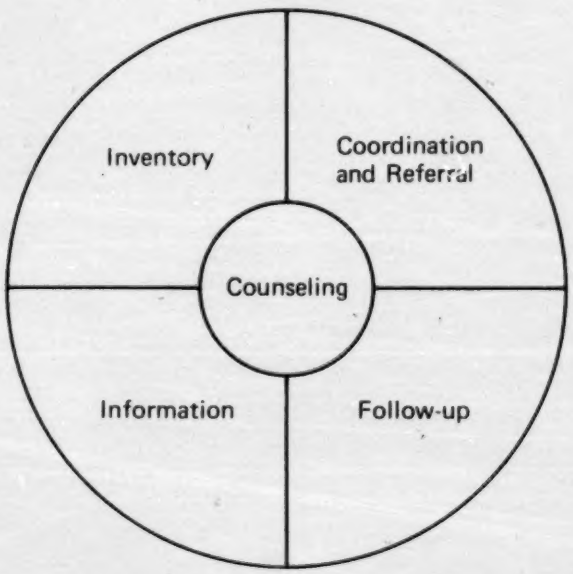
The specific procedures and techniques presented in the Career Counseling Program are based both upon our assumptions about young people, how they grow and develop, and how we believe the counselor can best facilitate that growth and development. Many times these views are at odds with other points of view in the counseling field. In each case, an attempt is made to present the underlying assumptions and the reasons for the judgments that were made. Because the mission of guidance is service—serving the developmental needs of individuals—a services orientation is taken. The services covered include the counseling interview service, the individual inventory service, information service, coordination and referral service, and the follow-up service. Placement, which also traditionally has very frequently fallen under the dominion of the guidance program is not included in the career counselor's guide, but is covered in Section II of this publication in an expanded fashion.

Overview of the Career Counseling Program

Traditional guidance services comprise the elements of the career counseling program—individual Inventory, the Information Service, the Coordination and Referral Service, the Evaluation Service (Follow-up), and most important, the Counseling Interview Service. The diagrammatic perspective of a wheel illustrates the relationship between these services.

Figure 1

Relationships Between Services in a Career Counseling Program



The counseling interview service, the hub of the wheel, is the one-to-one, face-to-face interaction between the counselor and counselee. The individual inventory service includes those techniques and methods other than counseling but including testing by which the counselor gets to know the individual counselee. The information service includes, supplying vocational, social, and personal information to the counselee. The referral service includes the coordination of efforts of others on behalf of the counselee. The follow-up service involves longitudinal evaluation, the "what happened then" to the counselee.

The model of the wheel clearly shows the relationship between the services making up the program. Eliminating any service breaks up the symmetry. Without individual counseling the wheel collapses. The key to maintaining its shape is interrelating each of the services in line with the program goals and within the time and resource constraints faced by the school. Below are capsule descriptions of each service in the program as they interrelate. The program is published in detail in *Career Counseling in the Rural School.*

Program Goal

A firm goal orientation is needed prior to adopting any program. In other words, the first question to be answered is: What do you hope to achieve through a counseling program? Earlier we stated that the total program goal was to promote individual student career development. This is just a start. Counselors must also clarify what skills students should have to accomplish developmental task achievement, and what they can do to facilitate skill acquisition. The personal skills most often cited as student-centered goals by leaders in the field and also those which by training counselors are most capable of facilitating include self understanding, decision making, and problem solving. If facilitating the development of these process skills is the goal of the program, a decision must be made about how this shall be done.

First of all, because of the uniqueness and complexity of the individual, the counselor must work on an intensive basis with each student. However, because of the time and resource constraints, counselors very obviously cannot hope to achieve these goals working in a solitary fashion. Consequently they must work in coordination with others. Working with others, even aside from the time constraints is best because people more potent than the counselor in their influence on the individual can be utilized as instruments of learning.

If the counselor plans to utilize other teachers, administrators, parents, peers, then it is mandatory that the counselor establish a sound communication system within the school. The counselor's role must become one in which he or she works intensively with the individual in an effort to gain an understanding of that individual and communicate that understanding to potent others in the individual's environment. Through this communication and subsequent planning, specific procedures and techniques can be employed to meet the unique needs of each person. It must be kept in mind that the lines of communication must flow not just from the counselor to significant others, but from significant others to the counselor. This is critical if the counselor is to attempt to really get to know each student with whom she/he is working. Thus, open and free communication is the essence of a sound program of counseling services.

Counseling Interview Service

Counseling as defined earlier is the face-to-face interaction that takes place between the counselor and counselee to foster positive growth and development rather than focusing on therapy or crisis

intervention. While the impact of school counseling can be therapeutic, this is not its main mission. Unlike clinical counseling, school counseling is predicated on prior activities and experiences which are also designed to facilitate developmental goals. Because of these differences, school counseling logically should be based upon counselor initiated sessions. By so doing the counselor can better serve the needs of each student. An organized call-in counseling service, predicated on prior experience and expressed need by clients as part of prior experience and followed by coordinated development experiences, can be handled within the time framework provided in the school and yet permit time for self-initiated service as well.

Given the proper backdrop of prior experiences through these counselor-initiated sessions, the students should come to know counseling as a means to communicate questions, examine issues, make decisions, solve problems, and lay plans for the future. These should and can occur in the limited time allotted if well organized and well timed.

Career Counseling in the Rural School delves into the counseling process feasible for this program and provides a model organizational schedule.

Individual Inventory Service

The individual inventory service consists of those techniques and procedures other than the counselor interview, designed by the counselor, which help the students learn how to think about themselves while other people learn how to think about them more effectively. The procedure includes those which:

a. provide the counselor with information about the student which the counselor then interprets back to the student and to others (e.g., tests and inventories);

b. provide the student with insights into self and stimulate thinking on specified topics but do not provide the counselor with information unless relayed by the student; and

c. both stimulate the student in thinking about self and concomitantly supply the counselor with information.

In essence the inventory constitutes preparation for counseling. In a call-in program, the quality of the counseling received is contingent on the quality of the inventory program. Moreover, this service is critical to the adequate performance of other services as well.

An adequate inventory service involves five essential steps:

1. Activities designed to generate and secure ideas and information concerning the individual student from various sources—student behavior, performance, and point of view; information from parents, faculty, and others.

2. Collecting, assembling, ordering, digesting, integrating the above.

3. Interpretation, assigning meaning to appraisal data.

4. Feedback of information and interpretations to those who generated it, resulting in both validation and modification of points of view.

5. Follow-through activities. The various functionaries in the student's school life modify plans and actions on the basis of steps 1-4 on the previous page.

(Sanborn in Farwell, Gamsky, and Mathieu-Coughlan, 1974, p. 35)

In carrying out these five essential steps the counselor does not operate willy-nilly. Information is only sought and collected with the intent of communicating it both to the student and to those in positions to assist the student. In other words, it is collected programmatically, to be used to promote the individual student's well-being. Furthermore these activities are not initiated at crisis points or when the student is in trouble but are inaugurated and sustained throughout the school years. Consequently they can constitute a moving record of each student's development.

This longitudinal moving picture is critical to successful promotion of individual growth and development. It provides the ground for the current behavior. It allows the counselor to note continuities, disruptions, and other facets of behavior, and his/her knowing each student. Furthermore, it provides a data base by which teachers and other school personnel can better address the needs of both individuals and groups. These activities keep counselors in touch with each student and allow for stimulation of student thinking in line with what is considered essential for adult life role assumptions.

In the career counselor's guide some techniques and procedures for obtaining inventory data are provided.

Information Service

Through the information service the counselor attempts to provide students with the educational, social, and occupational information requisite to effective decision making. In the early history of guidance the information service was viewed as being of ultimate importance. With the advent of the mental health movement and the rise of non-directive counseling, the dispensing of information was relegated to a secondary or tertiary position. Consequently many practicing counselors are inadequately prepared to deliver this service. In addition, as the marketplace has drastically changed and technology has repeatedly displaced workers, occupational and educational information adequate to effective future planning has become more difficult to deliver.

With the recent economic downturn and increased unemployment of youth, counselors are being called into account for failures in this realm. Through federal research monies, added emphasis is being placed on those aspects of counseling formerly labeled vocational counseling. The information service is among these, and rightly so.

Accurate information is critical to effective decision making. Counselors must make sure that decisions are based upon sound information. The former client-centered approach of deciding to have students search for answers to their questions without help has been shown to be both ineffective and irresponsible. First of all, much of the published information is inaccuracte, misleading, and obsolete. Additionally, much of the needed information is not in print. In the words of Robert Hoppock (1967), "To turn the unsuspecting client loose in even the best library of occupational information is a little like turning him loose in a drugstore to write and fill his own prescription."

Information must be supplied to students for two general purposes—exploration and decision making. The counselor's role in providing information depends upon which way student are using the information. In the exploratory mode the primary role of the counselor is to see that accurate, up-to-date information is available and accessible in ways which enable students to understand it from their perspective. Here counselors must develop a student centered filing system and work with both the librarian and teacher. To aid students in the decision-making process, the counselor must be able to gain personal access to information and know how to use it in the individual case.

No counselor can know all there is to know about occupational or educational information, especially in an ever-changing marketplace. However, to serve students adequately, counselors must at least know the bare essentials. These essentials include:

a. where former students and dropouts got their first jobs;

b. the principal employment opportunities in the community and immediate locale; and

c. what occupations are being considered by students (Hoppock, 1967).

Relative to the above, the counselor should know all there is to know about:

a. the occupation, industry, or company which employs the largest number of former students;

b. the occupation, industry, or company which employs the largest number of people in the locale; and

c. the occupation, industry, or company which is being seriously considered by the greatest number of current students (Hoppock, 1967).

In addition to the foregoing, counselors need to know where to obtain information, how to appraise it, how to file it, and how to use it in a variety of situations. Part of this program includes specifics on each of the above and presents capsule descriptions of current mechanized and computerized information systems.

Coordination and Referral Service

A program which requires counselors to serve each student further requires that they work with and through others to attain counseling goals. In this effort, counselors bring the knowledge of the individual gained through inventory and personal counseling to bear on facilitating the individual's growth and development. Put succinctly, the counselor must assist all those concerned, including the student, in knowing each student as well as possible so that a coordinated effort can be made on that person's behalf. This should lead to improvement both in how the student utilizes the school and its resources and in how the school responds to the needs of the student. It is in the performance of this service that creativity is demanded of the counselor.

Included in the counselor's guide are several vignettes which exemplify these activities. Also included are methods and techniques amenable to adoption contingent upon need.

The Evaluation (Follow-Up) Service

In an age of accountability counselors must be able to demonstrate in what ways individuals are better off for having had counseling. In addition to obtaining data to "prove their worth," counselors must have information to feedback into their program to imporve its quality.

Even a cursory examination of current professional literature reveals both the current failure of counselors to evaluate their work and the difficulties inherent in counseling's unique scope. Problems involve what services to evaluate, what criteria to employ, and when to evaluate.

The what, how and when of evaluation can be discussed in terms of several paradigms. One such model is CIPP. CIPP is an acronym for evaluation in four domains: *C*ontext evaluation which deals with the rationale and goals/objectives of the program; *I*nput evaluation which analyzes the resources available or needed to accomplish program objectives and the planning activities in program development; *P*rocess evaluation which determines strengths and deficiencies in the operation of the program; and *P*roduct evaluation which assesses the outcomes of the program according to the previously determined goals and objectives. Evaluation, according to Stufflebeam, is a continuous "process of delineating, obtaining, and providing useful information for judging decision alternatives" (Stufflebeam, 1973, p. 129). The career counseling component of the *Rural America Series* focuses on product evaluation through follow-up.

As in any evaluative endeavor, assessment should coincide with the program goals. Guidance goals are typically perceived as encompassing certain process skills, e.g., decision making, coping, problem solving and self understanding. For example, various leading writers have made the following goal statements:

> The purpose of counseling is to help people to become self-sufficient and effective problem solvers. (J.D. Krumboltz and C.E. Thoresen, 1967, p. 209)
>
> The development of a reasonable independence in a client who takes responsibility for himself, his behavior, his choices and decisions, and his values and goals. (Patterson et al., 1969, p. 13)
>
> We will be working with you, your parents, and your teachers over a period of years to see if we can help you to understand yourself better than you otherwise might, so that when you have to make important decisions you will be better prepared to do so. (J.W.M. Rothney, 1972, p. 54)
>
> Assists the student to choose and make progress towards educational and vocational objectives which will yield maximum satisfaction . . . and aids the student to set his aspirations in terms of his potentialities. (E.G. Williamson and E.S. Bordin, 1941, p. 7)

If we are to evaluate in terms of these or similar goals, the task is indeed complex. Not only do terms such as "self-sufficient," "effective problem solver," "independence," "takes responsibility," "make important decisions," and "maximum satisfaction" create problems in determining criteria to employ for evaluation, but they also imply that if evaluation is to take place in terms of goals, it must take place at some undetermined time in the future. Thus if we evaluate accomplishment of goals, we must include follow-up evaluation and include some means to assess the process skills which students are supposed to acquire.

In career counselor's guide, procedures for selecting criteria (along with sample follow-up questionnaires), techniques for assuring adequate returns, and for updating counseling and guidance services. Moreover, since all the school service are cleared with a preparatory mission finding out "what happened then" should be of concern to all school staff.

In *Career Counseling in the Rural School* the conduct of a follow-up calling for schoolwide participation is presented. Procedures are outlined for selecting criteria (along with sample follow-up questions in the form of a tested questionnaire). Techniques are described for assuring an adequate return, and the procedures for coding, compiling, analyzing, and utilizing follow-up results are provided. In other words, every effort is made to give help with both the process and the content of product evaluation.

Process skills are at best difficult to assess particularly through follow-up procedures. How do we judge or assess skill in decision making, problem solving, or coping? If we judge the quality of the process from the observed outcomes, we go beyond the data at hand. That is, if we try to judge decision making based upon the outcomes of decisions made we may be placing credit or blame where it does not belong. Consequently, definitive follow-up evaluation in light of the process goals of counseling is nigh on impossible.

Follow-up procedures, then, because of the above limitation cannot provide definitive evaluation counseling services. However, through follow-up we can get feedback from former students regarding what has happened to them. From this we can attempt to make judgments regarding program practice. Consequently, follow-up data is important.

Summary

In summary career education is concomitant with life education. It involves preparation for all of our various life careers. In preparing young people for careers, we educators need a mark to shoot at and a conception of the routes of development.

All school staff have differential but complementary functions to perform in preparing young people for their various careers. The academic staff provide students with the necessary knowledge base of the world around them. Counselors through the guidance program have the responsibility to assist each individual student in personally integrating that knowledge so each student can better assume independent status.

Given limited resources both in time and materials, the counselor must integrate the counseling and guidance services programmatically. *Career Counseling in the Rural School* is an attempt to provide counselors in rural schools with techniques and procedures to assist the programming effort.

PART II

A TRANSITIONAL CAREER PLACEMENT PROGRAM

Just as an individualized career counseling service is needed if each student is to be able to select personally satisfying life goals, so, too, must a placement service be available to assist each student in acquiring these life goals. As discussed in the previous section, the career counseling process involves the acquisition of skills in self understanding, decision making, and problem solving. The career placement service focuses on providing students with the personal competencies, i.e., skills and knowledge, and the opportunities needed to implement their career decisions.

The counseling program and the placement program are clearly interdependent. For example, the decisions students will make in counseling are often dependent on their perceptions of what the potential placement opportunities are. Similarly, the potential placements which students will consider are often dependent on the career guidance they have received. The two programs, therefore, merge and intertwine. Although the programs are discussed separately for the sake of convenience, the reader should be cautioned that this dichotomy is only arbitrary and does not reflect the realities of a total career development orientation. If students are to accomplish a successful transition from their present career role to the next level of career preparation, entry, or advancement, a transitional perspective must be adopted—transitional in the sense that each change in the career pathway is a decision-making point in the life of the individual. Activities in the process of career placement are correspondingly reviewed from the transitional perspective.

The Transitional Process

The movement from childhood to adulthood typically requires the assumption of five career roles:

1. A provider of goods or renderer of services
2. A member of a family group
3. A participant in the life of the community
4. A participant in avocational pursuits
5. A participant in the regulatory functions involved in aesthetic, moral, and religious concerns.

(Goldhammer, 1972, p. 129)

To accomplish the transition into these roles, requires that the individual be able to perform the activities required in each career role and be able to select among the various alternatives available for participating in each role. For example, a mentally retarded man or woman may possess the skills

necessary to perform effectively as a member of a family group and may have selected the husband or wife role, but, because of a state law, be barred the opportunity to perform this role. Correspondingly, an individual may possess the desire and opportunity to play the piano, but not the necessary skills. The transition into the various adult roles, therefore, requires the development of prerequisite skills, the means for expression of these skills, and the availability of the selected alternatives.

Potential Options and Blocks in the Transitional Process

Increasing concern has been voiced that the transitional process has become more difficult for youth. Both concrete evidence and opinion have been offered in support of this contention. The establishment of a youth subculture has led to the characterization of youth as "societal dropouts." They are frequently perceived as critical and disrespectful of the established social institutions, including family, church, and government. In reality, however, contemporary youth face an unprecedented variety of options for the expression of adult roles. Many of these options were either unavailable or perceived as socially unacceptable to the parent generation.

Accompanying the growing diversity of options has been an increase in the complexity of skills required for performance of the various adult roles. Examples of the growing complexity and diversity of opportunities can be offered in each adult role. The responsibilities associated with performance of one's role in a family unit have changed as the size of the unit has decreased. The shift from an extended family unit to a nuclear unit has been institutionalized. The "appropriate" roles for each family member are being questioned. Where the family was once a self-sufficient economic unit, the need to define appropriate role behavior may have had an economic basis. Changes in the economy and changes in the family have led to questioning the need to continue these role definitions. New options are available for meeting parential role responsibilities with the advent of day care and communes and the reduction of sex-role stereotyping. There has also been an increase in the role options available for the performance of a religious or moral role.

In the occupational realm, specialists have replaced generalists. Furthermore, in some instances the performance of an occupational role is no longer necessary for economic survival. Contemporary youth, therefore, confront an unprecedented degree of alternatives and an increasingly complex and often unclear process of preparation. Increased role diversity has also resulted in the creation of novel options. The youth confronting these novel roles may find it difficult to acquire the skills necessary for performance. Previous role models cannot be relied upon to provide guidance and often formalized instructional programs are not available. As a result of these circumstances youth have found themselves offered an unprecedented number of role possibilities, and simultaneously have confronted an increasingly complex, unclear, and often lengthy procedure for acquiring the needed performance skills.

The School's Responsibilities in the Transitional Process

Before the turn of the century, preparation for each of these adult roles could be accomplished through the family. Because of the closer proximity of the extended family and the wider range of ages represented in the nuclear family, appropriate adult role models were readily available to youth. The Panel on Youth of the President's Science Advisory Committee (1973) has discussed the preparation of youth for adulthood in an agrarian society. They reported:

> When ours was still an agrarian society, the needs of youth were necessarily subordinate to the economic struggle, and the rudimentary occupational requisites

> permitted them to be brought quickly into adult productivity. The dominant institutional settings within which they grew up were the home and the work-place. Choices in the occupational sphere were few: the future roles of the children were generally well-exemplified by those of parents. In short, the task of socialization was resolved by early and continual interaction with the parents and nearby adults. (p. 1)

However, changes in the family and occupational structures and growing urbanization resulted in a change in the institutional framework for the socialization of youth. The school began to assume a shared responsibility with the family and peer group. At the adolescent level the family's effectiveness was particularly eroded (President's Science Advisory Committee, 1973).

Because the school has become a major socialization source, concerns need to be raised as to which responsibilities the school can legitimately and realistically assume in the preparation and placement of youth in adult roles. In turn, those responsibilities which can be more effectively or legitimately and realistically assume in the preparation and placement of youth in adult roles. In turn, those responsibilities which can be more effectively or legitimately performed by other institutional frameworks must also be explored. A case in point has been the school's assumption of responsibility for sex education. Clear recognition exists of the importance of such education for adult functioning. Nevertheless, controversy surrounds whether the choice of the school rather than the family for delivering such preparation is appropriate. Although formal schooling has come to monopolize the time of youth, the present structure of the schools does not allow for adequate preparation for all adult roles. Suggestions have been made both for reducing the monopolization of youth's time by formal schooling and also for specifying the adult competencies for which schools should be held accountable.

In some measure the school has demonstrated an involvement in the transition of youth into each of the five adult roles: occupational, familial, civic, avocational, and moral/aesthetic. The course offerings of secondary schools evidence the diversity of roles for which the school presumes to offer preparation. These courses typically include home economics, civics and history, vocational education, and art, music, and literature. The extra-curricular offerings of the school also relate to the performance of future life roles. Although debate abounds concerning the adequacy of the preparation provided through the school as well as the legitimacy of school involvement in some of these activities, the school has emerged as the major institution for the preparation of students for citizenship and economic roles. In fact, preparation in these two roles has historically been the major "selling" point of public education. The likelihood that the school will emerge as a central figure in the other areas would appear to depend on the degree to which other social institutions, i.e., family, community, religious groups, etc., can meet the transitional needs of students. The scope of responsibility attributed to the schools can also be presumed to be affected by the willingness of formal educational institutions to define their unique areas of responsibility and proficiency. Where the perception of educators and the public disagree, controversy may arise. Much of the criticism, for example, directed at educational institutions has arisen from a failure to enumerate the school's unique responsibilities in the socialization of youth.

A function which has been given wide acceptance is the school's occupational gatekeeping. Silberman and Erickson describe this function:

> Whether spurious or real, the effects are substantially the same: at the very least, a high school diploma, now increasingly a junior college certificate or college diploma, is becoming the prerequisite to a decent job. Thus, education is becoming gateway to the middle and upper reaches of society, which means that the schools and colleges thereby become the gatekeepers of society. (Silberman, 1971, p. 69)

> At various points in people's lives, decisions affecting social mobility are made. The decisions usually are made jointly: individuals may exercise some degree of choice over their own future, but given a scarcity of positions in some areas of society, their qualifications are usually evaluated by others who decide whether or not they can do what they wish. This decision-making process is known as gatekeeping. The people who tend the gates are often professionals with experience and credentials in the fields they monitor. They are found in schools, colleges, employment agencies and personnel offices of business and government. (Erickson, 1975, p. 45)

The links which have been forged between education and occupation are clearly indestructable. As the President's Science Advisory Committee (1973) has noted, "Whether the school prepares the young for careers or not, the social expectation has been that it should and will" (p. 9). The school has also evolved primary responsibility in the preparation of students for the performance of a citizenship role, but does not bear responsibility for the manner of expression of this role. The school's contribution to the preparation of students for aesthetic-moral, family, and avocational roles has yet to be specifically defined. Because of these factors, the career placement program will concentrate primarily on the transitional process involved in the acquisition of adult occupational roles. The other career roles will be discussed primarily in terms of their impact on the occupational role.

Summary Point

Career counseling and career placement are interdependent programs which merge in the total career development process. In career counseling the counselor seeks to help students acquire knowledge of vocational choices and the personal process skills to make them. In career placement, the counselor seeks to provide students with skills and the opportunity needed to implement their career decisions.

The transitional process of development assumes that in the movement from childhood into adult roles the student will be required to make many decisions and choices. This in turn requires that the student develop skills, acquire a means of expression, and be provided with alternatives.

The complexity of options and changing roles which face youth today have made the transitional process increasingly difficult. The school, in its attempt to prepare youth for career transition is faced with ever increasing demands and responsibilities. One clearly emerging role of the school is that of occupational gatekeeping. In *Transitional Career Placement Program* the emphasis will concentrate on the transitional process involved in the acquisition of adult occupational roles.

The Career Placement Process

One result of the recognition of the school's growing responsibility for the occupational preparation of students has been the emergence of the career education movement and with it increased attention to the career guidance and placement of students. Because of their concern for helping

students accomplish the transition from school to work, many secondary schools have instituted a job placement service. Typically, placement is treated as a discrete event—one which is specific and distinct from the ongoing counseling process. Placement occurs upon the completion of an educational program, and correspondingly, the services are limited to job-finding and follow-up. The experience of post-secondary institutions, however, tend to refute the wisdom of such a limited definition of placement. From their survey of placement officers in 42 public two-year colleges in New York, Hedlund and Brown (1973) have developed the following profile:

> . . . the typical two year college placement officer would spend his time as follows: career counseling, 19%; finding jobs, 19%; office administration, 15%; transfer counseling, 13%; educational functions such as advising students how to approach an interview, 12%; contact students, 11%; and college committees, 4%. (pp. 74-75)

This profile led these authors to conclude that "there is an increasing convergence of traditional placement activities and vocational guidance activities" (p. 75).

One reason for the emerging concern that placement be integrated with guidance and instruction rather than a discrete event has been the recent experience of post-secondary institutions with the effects of a recursive job market described in this quotation:

> The training requirements for skilled work creates a "recursive sturcture" in which students enter the labor market several years after making their career decision on the basis of market information available then. Such a structure often produces "cobweb cycles"—ups and downs in entrants and salaries—and the potentialities of serious post factum errors in decisions, when market conditions change drastically, (vide the United States science market in the last few years). (President's Science Advisory Committee, 1973, p. 20)

To forestall such potential errors in decision making requires that those providing guidance and instructional services be aware of the placement opportunities currently available.

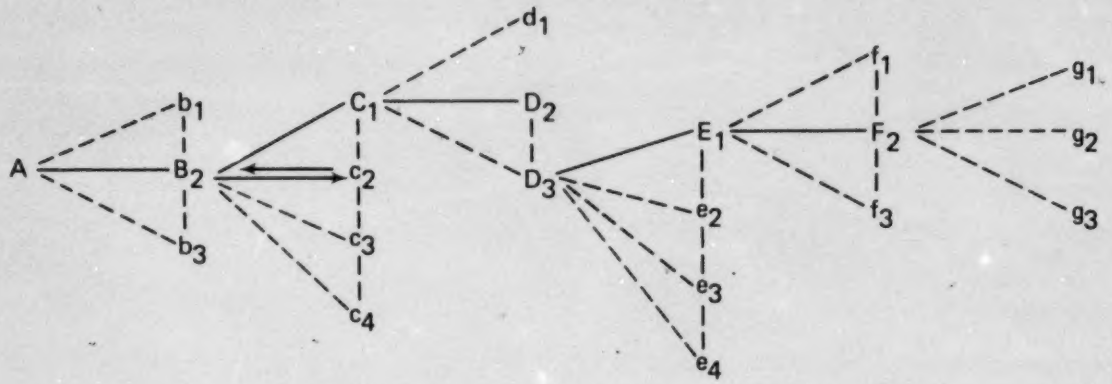
Career Pathways and Career Options

The cyclical nature of labor demands also suggests that placement programs must be concerned not only with the movement from school-*to*-work but also with the return to school *from* work. A dynamic rather than static approach to placement is suggested by Spradley's definition of a career as "process along a pathway, not arrival at a destination" (1973, p. 11). From this viewpoint, a career pathway can be represented as a series of education and/or occupational placements, each of which has implications for subsequent placement options.

In the figure on the following page the career pathway of an individual can be traced from the beginning point A, on the left to point F_2 on the right. The motivation for a change in placement may arise from intrinsic personal factors or be prompted by a change in environmental factors such as graduation from high school, the elimination of a job, financial pressures, etc. Although the career pathway illustrated in Figure 1 terminates at F_2, if the motivation to change pathways arises, potential options exist at f_1 and f_3 or at g_1, g_2, or g_3.

Figure 1

Relationship of Individual Career Placements to a Career Pathway



——— career pathway pursued
– – – – – – pathway options
A, B, C, D, etc. – chosen career placements
b_3, c_3, f_1, etc. – placement options

——— In following the career pathway pursued in this specific case we see this individual made the following choices: A, B_2, c_2, B_2, C_1, D_3, E_1, and F_2

– – – – – – He/she encountered numerous placement options: b_1, b_3, c_3, c_4, d_1, e_2, e_3, e_4 f_1, and f_3

If an individual's career pathway is defined as the series of placements pursued, a placement activity can, correspondingly, be defined as any activity designed to assist the individual in accomplishing the transition from his or her current career role to the next desired level of career preparation, procurement, or advancement.

Limitations in Placement Options

A person may find limited options available due to an inability to meet entry requirements. The school dropout often encounters this pehnomena because of the requirement of a high school diploma for entry to various educational, training, and employment opportunities. The dropout may meet the entry requirements for only a small percentage of occupational opportunities and is ineligible for most continuing education programs. In contrast, the graduate finds a greater universe of potential options available. The relationship of the high school dropout's options as opposed to those of the graduate is illustrated in Figure 2.

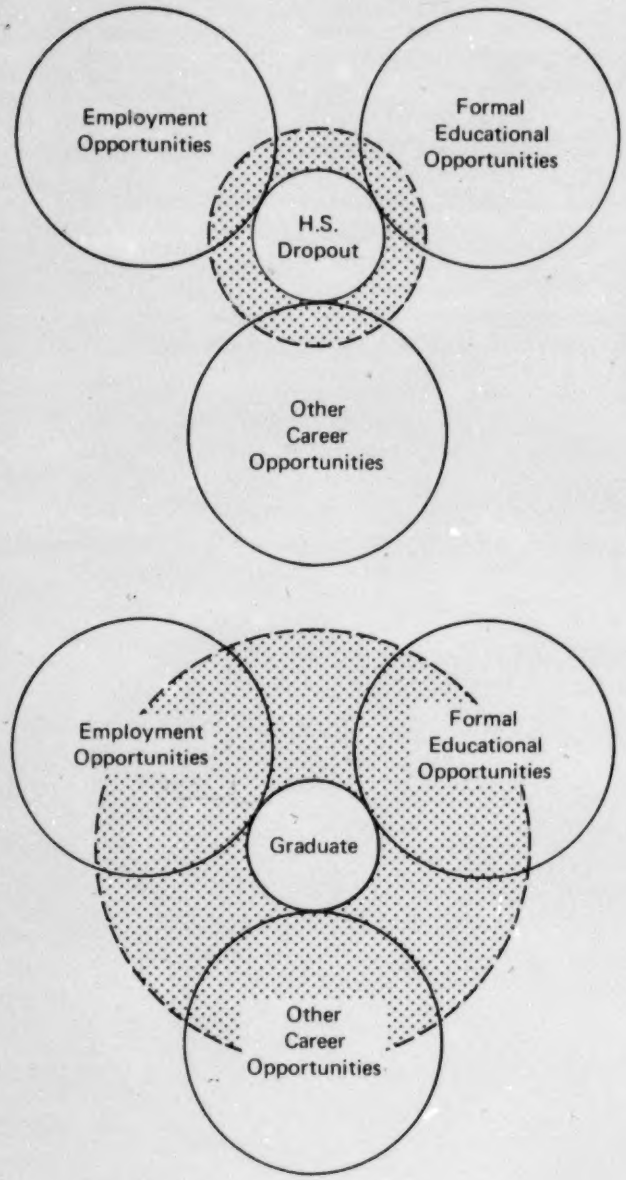
The practice of tracking students by ability into slow, middle, or accelerated groupings has also been attacked because of its effect on limiting potential placement options. As Genzberg (1971) has noted:

> A precondition which must be met before guidance can be helpful in the career development of young people is that their early schooling provide them with the fundamental skills that will enable them to take advantage of a variety of options that exist in and out of school. Guidance cannot compensate for a major failure of the educational system. (p. 55)

The focus of the placement program for these students must frequently be the development of a broader skill base if the career progress of the individual is to be facilitated.

Figure 2

Relationship of Educational Achievement To Placement Options



Opportunities Available

Employment Opportunities

1. Paid employment
2. On-the-job training
3. Other

Formal Education Opportunities

1. University
2. Community college
3. Voc-tech program
4. Proprietary school
5. Other

Other Career Opportunities

1. Self employment
2. Military
3. Apprenticeship
4. Government sponsored program
5. Other

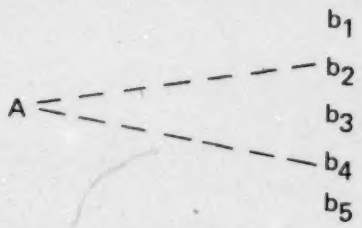
Just as the instructional background of the student affects the availability of various placement options, so, too, does the guidance the individual has received. Guidance has been defined as:

> That inseparable part of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop life purposes, formulate plans of action in the service of these purposes, and proceed to their realization. (Sinick, 1970, p. 1)

The ability to accurately delineate and evaluate potential placement options, therefore, is intimately related to the guidance an individual has received. If this guidance is inadequate or biased, an inaccurate picture of placement opportunities is presented to the individual. The following phenomena emerges:

Figure 3

Inaccurate Perception of Placement Options



In this instance, five alternative placement options are available to the individual; however, only two are recognized as potential alternatives. The other three options are either not considered or are unknown. Rural youth have been identified as frequently evidencing a narrow perception of potential alternatives. Several factors in the rural community contribute to a narrow perspective:

1. Limited training and educational opportunities, including more limited access to government-sponsored training programs.

2. Limited occupational role models.

3. Dependence on second-hand, information concerning potential placement options.

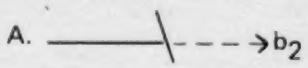
A comprehensive guidance service, therefore, becomes especially critical in an environment which does not offer opportunities for reality testing (actual personal experiences) prior to decision making. Accurate career information must be coupled with accurate personal information. A limited perspective of potential options can also arise if the individual lacks an accurate personal assessment of abilities, interests, and needs. A comprehensive placement program must help the individual identify the universe of potential options.

Availability of Placement Options

The career pathways available to an individual are also determined by the placement options available. The individual may be prepared for, and select a particular placement, but may find the option is not available (Figure 4).

Figure 4

Lack of Placement Options



The experiences of teachers and engineers in the early 1970's suggest the importance of this variable in placement. Placement options may also be limited because of restrictive practices affecting entry. Harvard and Yale have only recently become educational placement options for women. Changes in the hiring policies of the federal Civil Service Commission have resulted in the hiring of many mentally retarded individuals who previously were unable to handle the written screening requirements successfully. The stereotypes held by employers and co-workers have interfered with the hiring of women in many occupations.

There is also the possibility that the person may find that the placement sought is not a presently defined option. In this instance the individual must decide whether the desired placement option can be successfully "sold" in the community. For example, can the service station owner be sold the idea of providing a desired on-the-job training opportunity? Can a corporation be convinced it needs to allow more possibilities for job sharing? Can a "Black Studies" program be successfully sold to a university?

If the school is to meet its responsibility in the occupational placement of students, it must include programs in each of the following areas:

1. CAREER EDUCATION: activities designed to provide the necessary placement entry requirements, such as coursework, specific skill training, work experience.

2. CAREER COUNSELING: activities designed to assist the student identify, select, and evaluate placement alternatives, such as counseling, self-assessment, career information.

3. CAREER PLACEMENT: (a) activities designed to promote student career independence in acquiring the desired alternative such as career planning, training in interviewing and application skills, techniques in developing placement leads; and (b) activities designed to increase the placement opportunities available to the individual such as referral activities, solicitation of openings, job development.

A focus on one area to the exclusion of the others will be inadequate in meeting the placement needs of students.

Summary Point

The emergence of the career education movement has led to converging placement and guidance activities. One reason for this is to circumvent errors in student decisions due to a recursive job market.

In addition to being aware of current opportunities for the student, counselors must also be aware of the need for a dynamic approach to placement. A career pathway contains options which now include going back to school and changing direction. A career choice is no longer an irrevocable decision on the part of the individual.

Several factors limit career options of a student. One may be inability to meet job requirements due to lack of education or faulty education in basic skills. Another, especially applicable to rural students, is lack of knowledge of placement options. A third may be lack of options due to the job market, restrictive practices in hiring, or because the option sought is not yet developed in the community.

To meet the needs of students for educational placement the school must include programs in career education, career counseling, and career placement.

Placement as an Emerging Career Competency

Because of the growing need for career flexibility, an individual will encounter numerous instances throughout a lifetime which require a change in placement. As Pritchard (1962) has emphasized:

> The perspective must shift from "the life-long choice" to the long term "process of choosing." Occupational exploration must abandon the assumed and implied goal of once-and-for-all "matching" of static man and static job. It must help the individual to become aware that he and occupations have been and will continue *changing* and *"choosing."* It must help him to learn that change to some extent can be actively guided and utilized in his own interest. (p. 676)

The inevitability of change as an aspect of career expression has important consequences for the development of goals in a placement program.

Developing Student Self-Sufficiency in Placement

In the previous section, a placement activity was defined as any activity designed to facilitate an individual's progress along a career pathway. These activities could theoretically include both those performed by school personnel as well as those performed by the student. A review of the placement program manuals prepared by various school districts suggests that most of the attention has been directed to the former activities. For example, these manuals are replete with information on how to conduct a local industry survey, what types of student data to gather, how to gain employer cooperation, how to organize occupational information, what types of aptitude and interest tests to administer, etc. Reference is occasionally made to encouraging student involvement, but few concrete suggestions are offered. The overall impression left by these manuals is that their intent is to detail an efficient process for schools to use in locating jobs for students and matching students with jobs.

The approach is opposite or antithetical to the student's need to develop effective career placement skills. If the student is to develop the skills needed to cope with inevitable career change, the emphasis in placement must shift from a sole concentration on referral activities to the concept of self-placement as a necessary career competency. The outcome measures for the program are therefore enlarged to include not only the types of placements obtained, but also the placement competencies acquired by students.

This concept can perhaps be best understood through illustration. Vocational testing services are often offered by the schools. In the typical testing program, the student reports to a counselor's office, is administered a battery of standardized tests, and receives an interpretation of these tests after they have been machine-scored. Theoretically, the student will receive information which will be of assistance in career planning. Although this information may perhaps be valuable at that particular point in time, the process has reinforced the student's dependence on such institutional services. When placement is approached as a necessary competency, the priority shifts to providing instruction in self-assessment techniques which can be used by the student throughout a lifetime.

Similarly, local occupational information may be gathered by school personnel and distributed to students or be gathered by the students themselves. In the latter case, the students are provided an opportunity to learn (a) what types of information are needed, (b) what the sources of this information are, and (c) how to request the desired information. From participating in this process, the student has acquired placement skills which can be used independently of the school. The goals of the placement program are, thereby, enlarged to include developing student self-sufficiency in placement.

The following minimal competencies are suggested as necessary for student self-sufficiency in placement:

1. The student can articulate achievable career goals and relate these goals to other life role goals.

2. The student can describe or demonstrate effective procedures for acquiring the information and skills needed to develop career plans.

3. The student can assess the marketability of his (her) skills as they relate to a variety of occupations.

4. The student can demonstrate effective placement-securing and placement-maintaining skills.

5. The student has the skills necessary to self-evaluate progress in the achievement of career goals.

These five areas could be used to describe "core" placement competencies which the program strives to develop. Procedures used in the placement program are evaluated in terms of their contribution to the development of these student competencies.

The achievement of these competencies by students can be facilitated through use of both group procedures and individual procedures. For example, general techniques for job interviewing and job application can be presented through courses or seminars; however, the actual job leads pursued by individual students will vary with each student's occupational goal and personal contacts. The placement program like the career counseling program also provides procedures for addressing each individual's unique placement needs.

Maximizing Career Placement Opportunities

Although students need to develop their personal competencies in placement, the school can provide many services which will increase the range of opportunities available to students. As mentioned earlier, the greater the degree of preparation in skills needed for entry into the desired training or employment opportunities, the greater the likelihood that students will obtain the opportunities they desire. An individualized career counseling program can also help students broaden the scope of the alternatives they are considering. The latter program may be especially important in rural areas where the range of occupational role models may be limited.

School personnel can also expand the opportunities available to their students by soliciting the cooperation of community agencies and individuals providing placement services. Public and private employment agencies and social service agencies can be approached and their ability to provide services to students can be explored. Advisory groups can be established through which the school can become familiar with the informal placement network. Through employer surveys, information can be gathered on the local job market and its potential for meeting student placement needs. These activities are designed to benefit all students regardless of their placement needs.

The individual student in need of a job, however, requires the counselor to shift focus from a group to individual approaches. This shift has not been accomplished in most school-based placement services which have been primarily located in urban areas. These programs use an impersonalized approach to placement based upon employment exchange models. Employers are asked to contact the school when they have a job opening. School personnel, in turn, screen their student lists and refer those best qualified to the employer. This approach to placement may be possible in an urban area where the number of students is large and the potential placement market varied, but it is not the individual approach needed in a rural area. Here, the number of students served and the types of industries and businesses available are considerably limited. The students' needs and the community's needs are not likely to yield a one-to-one correspondence if the students express other than haphazard career goals. As the students learn to evolve satisfying career plans and goals, a more personalized approach to placement becomes necessary.

As indicated in the previous section, priority should be given to presenting the placement process as a learning experience so that students can acquire the skills needed to manage the inevitable career changes they will encounter. Additionally the support of existing community placement programs should be enlisted in order that students become familiar with these placement resources. The need, therefore, for the school to provide direct assistance in placement corresponds to the degree to which these objectives have been accomplished and to the compatibility between the student's placement goals and the present opportunities.

School Approaches to Providing Assistance in Placement

The need for assistance will vary a great deal among individual students. Twomey (1975) has suggested that the amount of assistance an individual client will need during placement varies along a continuum:

Client Places Self With No Counselor Assistance	Client Places Self With Some Counselor Assistance	Client and Counselor Are Jointly Involved In Placement	Counselor Assumes Most of the Responsibility for Placement	Counselor Assumes All of the Responsibility for Placement

(p. 6.1)

Those providing assistance with placement must examine (a) the individual's ability to independently secure the desired placement, (b) the likelihood that the community can respond to this desire, and (c) the degree to which the school should intervene in the placement process. This assessment must necessarily be made on an individual basis. Because the boundaries or parameters of the placement process arise from the individual student's needs, models of such placement programs are described as student advocate models.

Some rural schools may find it advantageous to combine the approach of the employment exchange model (in which the perspective employer contacts the school) with the student advocate model. An employment exchange approach may be used effectively for securing part-time and summer employment for in-school students. Students often do not consider these jobs as related to their eventual career choices, but rather as a means for earning money which provides them with a greater sense of independence. These temporary jobs also provide opportunities for students with poor scholastic records to develop favorable work histories as well as chances to explore further occupational opportunities. In contrast, a student advocate approach is a more appropriate model for serving school leavers and school graduates. The emphasis is on the role change process students will confront as they leave the secondary school setting. The role choices they will make are in turn evaluated in terms of their eventual career choices.

The Transitional Career Placement Model

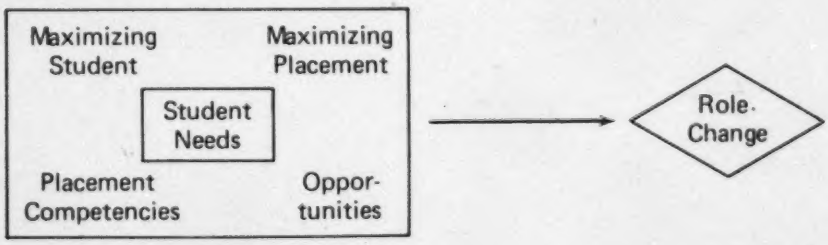
Placement is approached from the perspective of assisting each student accomplish the transition from his or her current career role to the next level of career preparation, entry, or advancement. If this program goal is to be achieved, the model developed should reflect the following characteristics:

- Student needs should form the core of the placement program
- The placement program is but one aspect of a more global transitional program which includes career education, career counseling, and career placement
- The responsibility for assisting youth in their transition into adult roles is shared by the family, school, and community
- A "career" rather than job or educational placement perspective is needed and should be reflected in program evaluation procedures

Elements of a Comprehensive Transitional Placement Model

(1) Student advocate approach to placement

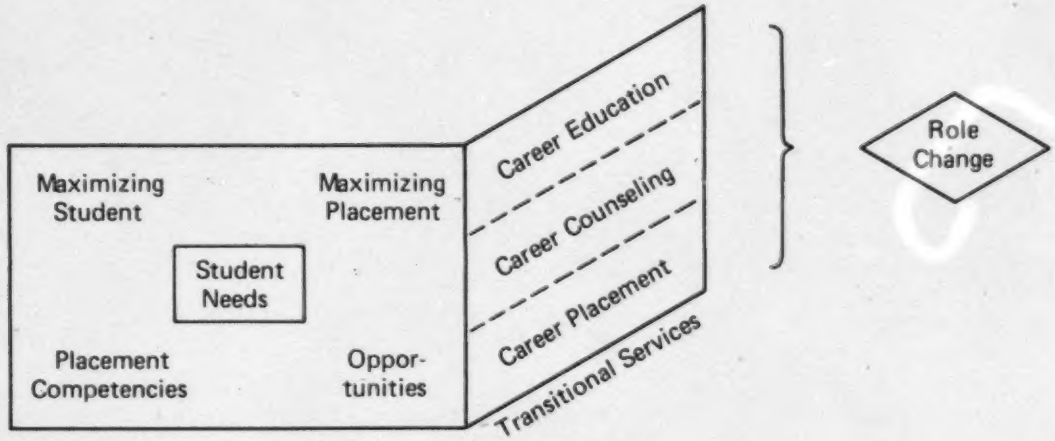
Figure 5



In the student advocate approach to placement, services are provided to students based on each student's individual career development needs. Attention is given to assisting the student accomplish the career role change he/she will encounter in leaving the high school setting and confronting opportunities for further career exploration and commitment. The placement component specifically emphasizes the need to develop self-sufficiency in placement in order that students may effectively manage future demands for career change. The other objective of the placement program is to maximize the opportunities available to each student.

(2) Integration of career education, career guidance, and career placement

Figure 6



The placement component cannot operate in isolation from the instructional and guidance services students receive. It has repeatedly been indicated that such activities directly influence the availability of various placement opportunities to the student. Although no sharp distinction can be made among these three program components, for the sake of clarity, the activities included in each component have been described as follows:

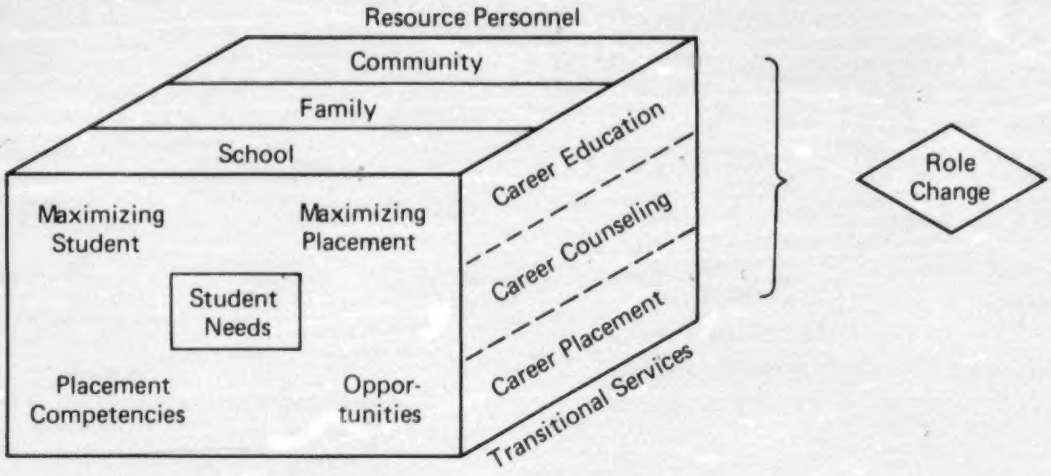
1. CAREER EDUCATION: activities designed to provide the necessary placement entry requirements, e.g., coursework, specific skill training, work experience.

2. CAREER COUNSELING: activities designed to assist the student identify, select, and evaluate placement alternatives, e.g., counseling, self-assessment, career information.

3. CAREER PLACEMENT: (a) activities designed to promote student career independence in acquiring the desired alternative, e.g., career planning, training in interviewing and application skills, techniques in developing placement leads; and (b) activities designed to increase the placement opportunities available to the individual, e.g., referral activities, solicitation of openings, job development.

(3) The responsibility for providing placement assistance is shared by the family, school, and community

Figure 7



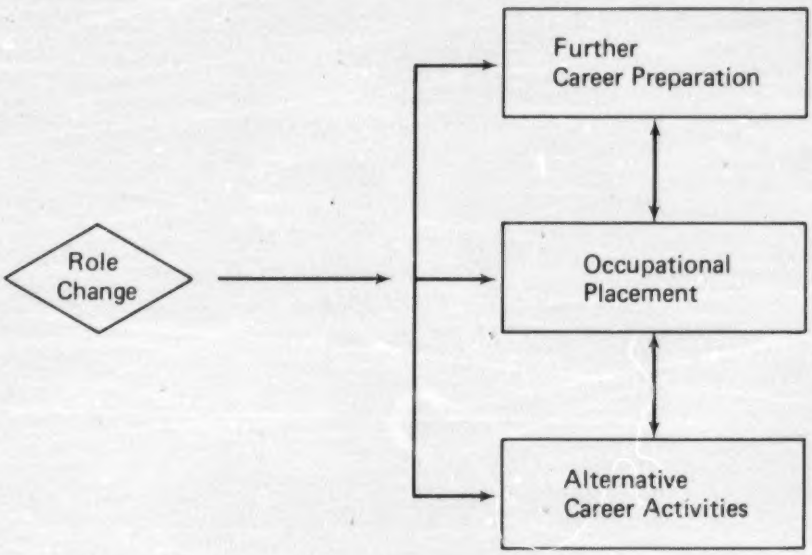
Although the operational base for the placement program is the school, this should not imply that the school alone is responsible for the career placements obtained by youth. The placement process has been equated with the total transitional process students encounter as they select and implement career goals. This transitional process is also a concern of the family and the community. The family's ability to meet the placement needs of its members has become more limited as opportunities have increased and the procedure for entry have become more formalized. Nevertheless, many students continue to rely on family "connections" for occupational entry. The attitudes of other family members toward work in general and toward specific occupational roles and the desirability of various opportunities for further training influence the career decisions youth make. The family, in this sense, is also a provider of placement services which include specific instruction in an occupational role, occupational information, financial assistance, and referral to possible openings.

The responsibility for placement is also shared with the community as these students are members of this larger group. In a rural community, such an orientation is particularly appropriate and

desirable. Many students desire to remain in their home community, but because of limited opportunities are forced to relocate. The school alone cannot increase the opportunities available to students for either further career preparation or for employment. This objective can only be accomplished when a community commitment exists for the development of greater opportunities. In another sense, students are expected to behave as responsible members of the community; however, such an expectation must be coupled by community behavior which encourages student participation.

(4) A "career" rather than a job or educational placement perspective has been adopted

Figure 8



In recent years, many secondary schools have developed job placement programs to complement existing educational placement services. The rationale has been that those going on for further education receive assistance in locating suitable placement while those pursuing occupational goals do not receive help. To equalize the school's service offerings, job placement programs for those with occupational goals have been installed. Unfortunately, such a separation of services is incompatible with a career education focus.

Educational decisions often have occupational ramifications and vice versa. Decisions to pursue further education or enter the labor market are more soundly made on the basis of the career goals selected by the student. Further, formal preparation and work experience are not perceived as "ends" in themselves, but rather as a "means" to ends. Correspondingly, more attention must be focused on the relationship of alternative career activities to long range career goals. An emphasis on the immediate goal of placement into either education or employment ignores the potential benefits to students of continued career exploration. This exploration may take the form of volunteer

work, civic involvement, concentration on the development of avocational interests, or even personal exploration of a specific goal such as self-employment. These "alternate" placements can be of benefit in developing marketable skills, broadening the individual's contacts with potential employers, or presenting an opportunity for "reality" testing prior to making a further career commitment.

Judging the Effectiveness of a School's Placement Program

The effectiveness of a placement program cannot be measured by the number of job or school placements recorded, but by the compatibility of the students' post-school activities with their personal career plans. It is *not* the school's role to achieve 100 percent placement of *all* students, but rather to provide placement assistance to 100 percent of the students who request such assistance. To attempt the 100 percent placement of all students ignores the individual's right to self-determination in a demoncratic society.

Program evaluation must address the school's effectiveness in accomplishing the two major objectives enumerated for a placement program.

1. to maximize student self-sufficiency in placement

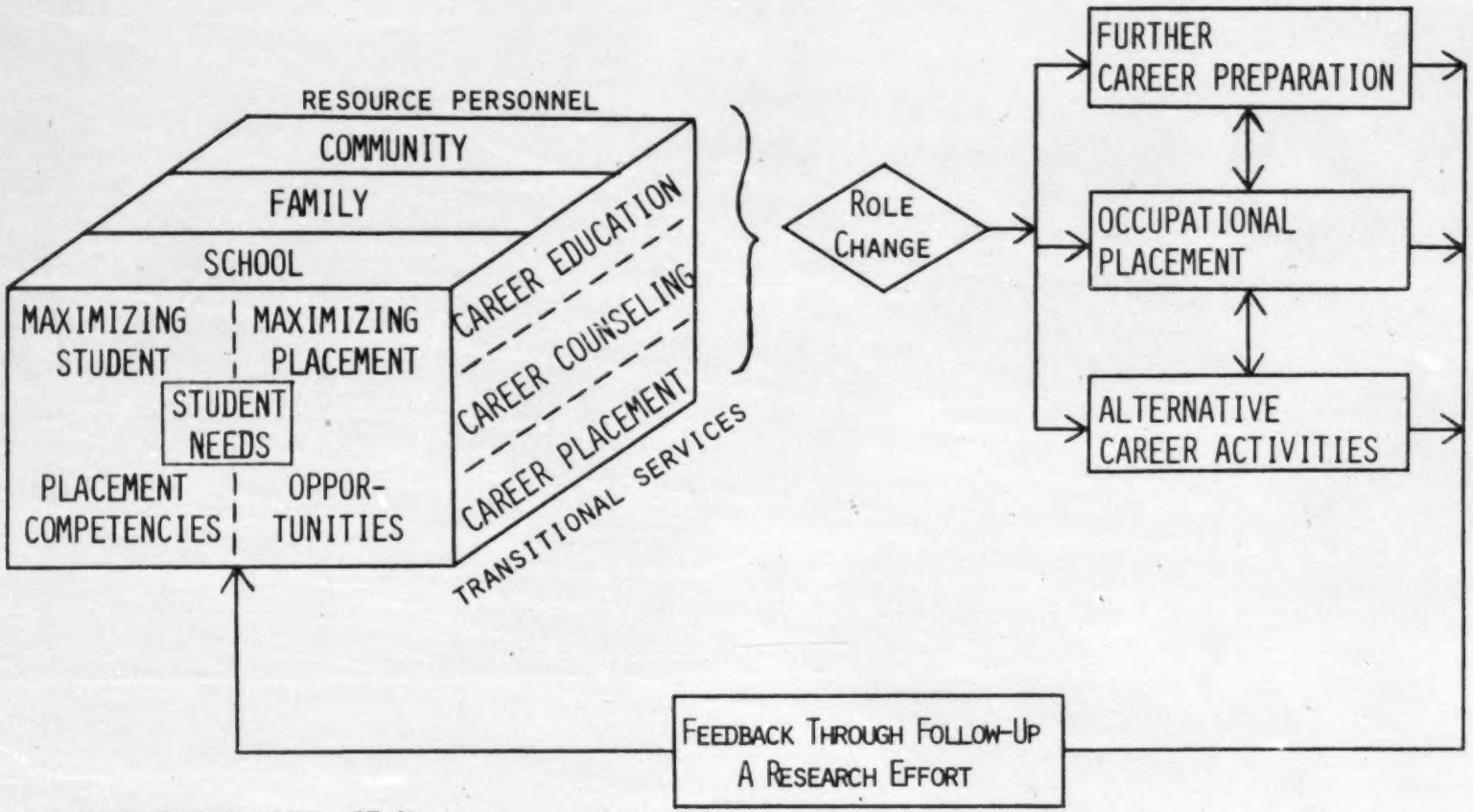
2. to maximize the opportunities available to students

The interrelationship of all these elements in the design of a placement model is depicted in the composite diagram in Figure 9.

The Placement Process (see Figure 10) is approached both from a Programmatic and an Individual Student point of view. The *Programmatic* Component stresses providing activities, services, and resources which have the potential for benefiting *all* students. The *Individual* Component stresses ways of meeting *each* student's unique placement needs. For example, in the area concerned with "Locating Placement Opportunities," the Program Component includes procedures for conducting an employer survey, identifying community resources, and arranging community workshops. The Individualized Component, in turn, suggests ways for helping students locate a potential market for their skills and identify possible sources of placement leads. Each element of the placement program includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives, and evaluating the school's effort in placement.

Figure 9

A School-Based Transitional Placement Model for Rural Schools

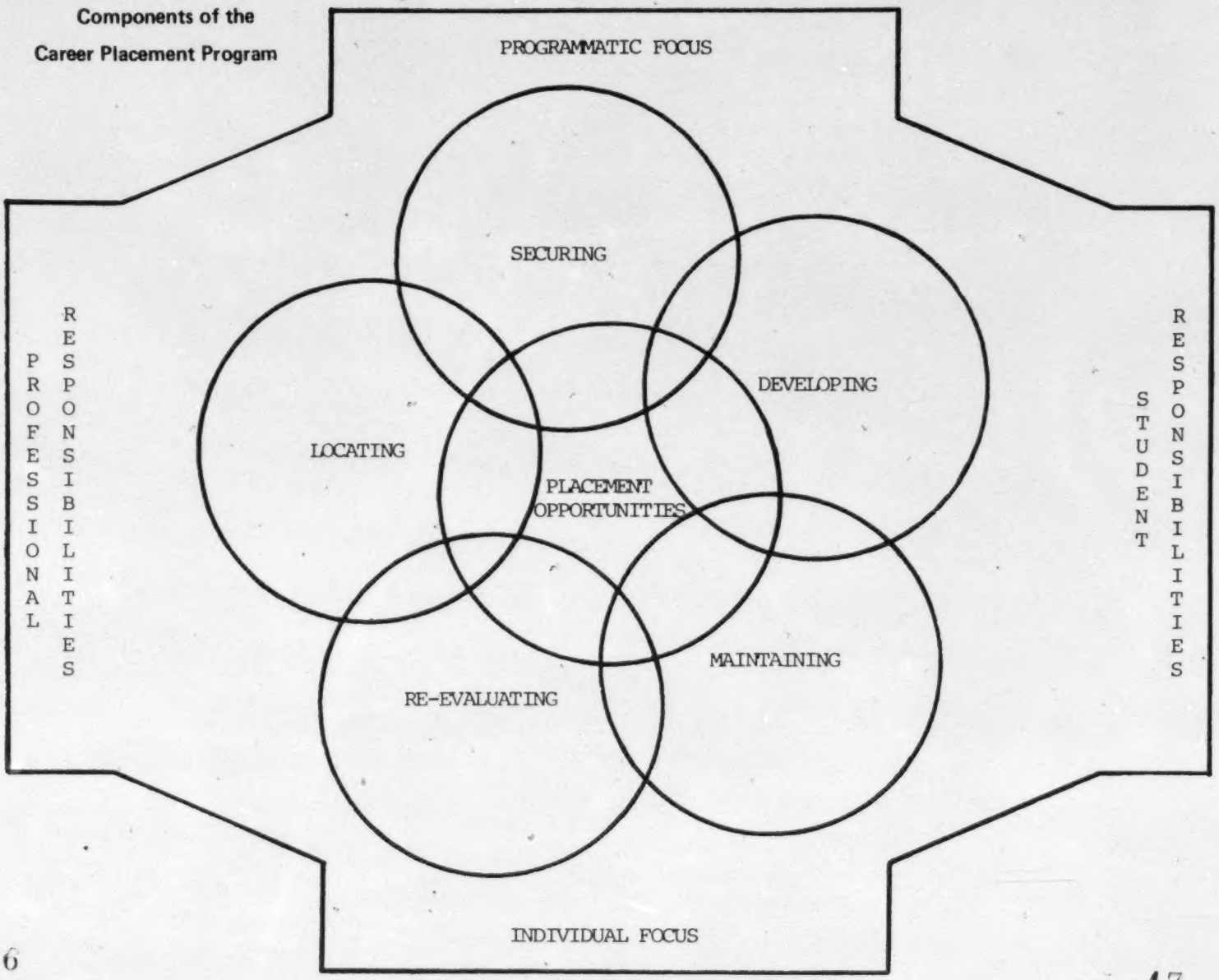


** ADAPTED FROM KOSMO, ET AL.,

A COORDINATED AND COMPREHENSIVE SCHOOL-BASED CAREER PLACEMENT MODEL, VOLUME III

Figure 10

Components of the
Career Placement Program



Summary Point

To achieve the career flexibility needed in today's changing society a student must develop self-sufficiency in career placement. To do so requires core competencies in choosing and relating personal career goals. A counselor can facilitate the gaining of these competencies through both group and individual means within the career education, counseling, and placement system.

It is the responsibility of the school to establish a wider range of placement opportunities for the student by cooperation with other placement services, use of advisory groups, and through employer surveys. In providing placement assistance to students several models might be followed. The model around which this program is built is the Transitional Career Placement Model which incorporates the following four elements: (1) A student advocate approach to placement (2) Integration of career education, career guidance, and career placement (3) The sharing of placement responsibility by the family, the school, and the community (4) A "career" rather than a job or educational placement perspective.

Evaluation of how effectively the school's placement program functions should not be based upon the number of placements achieved, but rather on whether a total response to placement requests for assistance by students has been met. The two major objectives for a placement program are: (1) to maximize student self-sufficiency in placement and (2) to maximize the opportunities available to students.

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CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

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